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ABSTRACT

A survey of 478 educators in Maine public elementary schools revealed their assessments of the most useful skills for elementary principals to have. The superintendents, teachers, and teaching and non-teaching principals who responded to the survey ranked the importance of each of 54 technical, conceptual, and human-relations competency items. The researchers compiled an overall ranking of all items and used the chi-square statistic to determine differences in rankings among the groups of educators. In the composite ranking, eight of the ten top-rated skills for principals were in the area of human relations. They included demonstrating a genuine personal interest in children and supporting staff members in their relationships with students and parents. The results showed further that teaching principals rely more on human-relations skills and display more understanding of important technical and conceptual competencies than do non-teaching principals. An appendix presents the questionnaire used in the survey. (Author/RW)

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Leadership Development for Elementary School Principals: Establishing a Competency Base for the Elementary Principalship

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Abstract

This study investigated the value of selected leadership competencies of elementary principals as perceived by superintendents, supervising principals, teaching principals, teachers under supervising principals, and teachers under teaching principals. A questionnaire of 54 items covered three areas of administrative skill: technical, conceptual, and human. The data were submitted to a chi-square to determine whether there were any significant differences between the personnel groups on any specific questions or group of questions. Of the 54 items, 29 had significant differences, with the major differences appearing in the human skill area. The findings include: (1) teaching principals are in closer agreement with their teachers than are supervising principals; (2) teaching principals have a tendency to rely more on human, interpersonal skills in dealing with both teachers and students and less upon business-like administrative or technical skills; (3) the values of educators change as individuals move from active classroom work to active involvement with administrative tasks.

Leadership Development for Elementary School Principals: Establishing a Competency Base for the Elementary Principalship

Often institutions of higher education prepare individuals to become school principals without evaluating how well these people have been prepared for their positions. As theories and concepts change with growth, so too sometimes instructional programs should plan for change where the need is indicated. As educators, we hope that the education of our children will improve with improved training of our educational leaders.

This study was undertaken as a concerted effort to secure from elementary principals and other professional educators field-based information to assist in planning and providing the kind of preparation program in institutions of higher education that will best meet the needs of the elementary principal. Input from teachers and superintendents who ideally work closely with elementary principals and whose own effectiveness is likely to be to some degree dependent upon elementary principals' competency in leadership, can bring subordinate and superordinate perspectives into the determination of desirable and productive leadership practices.

It was the purpose of this investigation to assess the value of selected leadership competencies to the practicing elementary principal, as perceived by elementary principals, superintendents, and teachers in Maine public schools.

The list of competencies used in this study was compiled from a variety of sources (Lipham and Hock, 1974; Culbertson, et al., 1974; Bell, 1976; Baker, 1975; Michigan Association of School Administrators, 1975; Miklos, 1974; Division of Educational Administration, Minnesota University, 1974; Highland, Superintendency Team, 1972; McCleary, 1975; Wilson, 1975; Halpin, 1966). In developing the instrument in this study it was necessary to become concerned with the types of skills principals exhibit in performing their jobs. The skills are divided into three categories: conceptual, human, and technical.

Of the three types of skills, the conceptual skills are most directly related to knowledge. According to Abbott (in Culbertson, et al., 1974), however, conceptual skills require more than an acquisition of knowledge about concepts. He stated that conceptualization involves the ability to apply information and concepts to practice. To be able to do this, it is necessary to view organization as a whole and to understand how various segments of the organization relate to and affect each other.

In reference to the human skills, Lipham (1960) noted that the effective principal may be expected to be energetic, be concerned with achieving and improving his performance, be successful in his relationships with other people, and be able to adjust well to frustrations, irritations, confusions, and criticisms in pressure situations.

Technical skills are related to methods or techniques of getting a job done. There are three general categories of technical skills: planning skills, group process and communication skills, and management skills.

Procedures

The subjects for this study included all Maine school superintendents and a random selection of elementary supervising principals, elementary teaching principals, and elementary teachers on a proportionate basis. Those who did not return the questionnaire from the first mailing were issued a second mailing. The number mailed, the number returned, and the percent of return are indicated in Table 1.

The data were submitted to a chi-square to determine whether there were any significant differences between the personnel groups on any specific questions or group of questions. The level of significance was set at or beyond the .05 level of confidence. The statements were also listed in rank order by mean for each group of educational professionals.

Instrumentation

The questionnaire, Survey of Principal Competencies, sampled three areas of administrative skill: technical, conceptual, and human. It was drafted initially by graduate students at the University of Maine at Orono who were elementary principals or potential principals and who had done a thorough review of the literature before wording the statements. It was then refined by a team of professors.

Results

There were twenty-nine items on which there were significant differences in the distribution of ratings by the groups:

Item 1 pertains to the ability "to make an assessment of the needs of learners as well as those that are unique to the school and community." A chi-square of 40.14 was significant at the .05 level. Eighty-five percent of the teaching principals listed this as being an extremely or very important need as compared with 76 percent of the superintendents, 71 percent of the supervising principals, 70 percent of the teachers under teaching principals, and 66 percent of the teachers under supervising principals.

Item 2 has to do with "competency in business administration." A chi-square of 42.45 was significant at the .01 level. Forty percent of the teachers under supervising principals reported this as being extremely or very important in comparison with 30 percent of their principals and 30 percent of the teachers under teaching principals in comparison with 23 percent of their principals and 19 percent of the superintendents. Fourteen percent of the superintendents saw this as having little or nothing to do with a principal's job. Nine percent of the teachers under teaching principals and eight percent of their principals concurred.

Item 6 deals with the ability "to make staff assignments that are compatible with skills and abilities." A chi-square of 48.75 was significant at the .01 level. The range for the five groups' marking this as being extremely or very important was 81 percent to 91 percent. However, for those marking it as being extremely important, 76 percent of the

teachers under supervising principals checked this as compared to 71 percent of their supervising principals, 68 of the teaching principals, 57 percent of the superintendents, and 54 percent of the teachers under the teaching principals.

Item 8 has to do with the ability "to prepare a school budget and operate within that budget." A chi-square of 36.99 was significant at the .05 level. Seventy-five percent of the supervising principals and 71 percent of the teaching principals thought this to be extremely or very important as compared to 61 percent of the teachers under supervising principals, 58 percent of the teachers under teaching principals, and 50 percent of the superintendents.

Item 9 relates to having "expertise in administering effective guidance programs." A chi-square of 37.73 was significant at the .05 level. Forty-eight percent of the teachers under the supervising principals reported this as being extremely or very important as compared to 40 percent of the teachers under teaching principals, 36 percent of the principals, and 33 percent of the superintendents. However, for those marking it as being extremely important, 26 percent of the teachers under teaching principals checked this as compared to 18 percent of the teachers under supervising principals, 16 percent of teaching principals, eight percent of superintendents, and six percent of supervising principals. Nine percent of the superintendents saw this as having little to do with a principal's job. Nine percent of the teachers under teaching principals concurred.

Item 12 deals with the ability "to direct the development of in-service training programs to improve instruction." A chi-square of 57.86 was significant at the .001 level. Sixty-four percent of the supervising principals checked this as being extremely or very important as compared to 62 percent of the superintendents, 59 percent of the teaching principals, 57 percent of the teachers under supervising principals, and 49 percent of the teachers under teaching principals. The supervising principals and their teachers split their responses about evenly between extremely and very important. Superintendents and teaching principals put more emphasis on the extremely (38 percent and 35 percent, respectively), while the teachers under the teaching principals reversed their choices with only 14 percent indicating this item as being extremely important and another 14 percent perceiving this as being of little importance.

Item 13 has to do with the responsibility "for maintaining, analyzing, and interpreting student records information." A chi-square of 41.02 was significant at the .05 level. Seventy percent of the teaching principals perceived this as being extremely or very important as compared to 56 percent of the supervising principals, 54 percent of the superintendents, 54 percent of the teachers under supervising principals, and 51 percent of the teachers under teaching principals. Eight percent of the teachers saw this as having little or nothing to do with a principal's job.

Item 14 states that "the competent elementary principal shall assist in the recruitment and selection of personnel for instructional responsibilities." A chi-square of 37.83 was significant at the .05 level. Eighty-four percent of the principals and 81 percent of the superintendents reported this as being extremely or very important as compared to 77 percent of the teachers.

Item 15 deals with taking "responsibility for dissemination of information about the school's programs and events to the community." A chi-square analysis of 38.22 was significant at the .05 level. Seventy-eight percent of the teaching principals, 71 percent of the supervising principals, and 69 percent of the superintendents stated that they thought this was extremely or very important as compared to 56 percent of both groups of teachers considered separately.

Item 16 pertains to the ability to "formally and informally evaluate teaching performance." A chi-square of 41.43 was significant at the .01 level. Ninety-three percent of the superintendents saw this as being extremely or very important as compared to 91 percent of supervising principals, 90 percent of the teachers under supervising principals, 88 percent of teaching principals, and 86 percent of teachers under teaching principals. However, for those marking it as being extremely important, 86 percent of the supervising principals checked this as compared to 76 percent of the superintendents, 70 percent of the teachers under supervising principals, 69 percent of teaching principals, and 55 percent of teachers under teaching principals.

Item 21 deals with planning and evaluating "instructional programs based on evaluation and assessment of student needs." A chi-square of 40.57 was significant at the .05 level. Eighty-two percent of the principals and superintendents thought that this was an extremely or very important need as compared to 79 percent of the teachers under teaching principals and 64 percent of the teachers under supervising principals.

Item 23 has to do with encouraging and initiating "studies that discover causes for student failure." A chi-square of 38.46 was significant at the .05 level. Seventy-seven percent of the teaching principals reported this as being extremely or very important as compared to 65 percent of the teachers under teaching principals, 64 percent of the superintendents, 60 percent of the teachers under supervising principals and 56 percent of the supervising principals. Nine percent of the supervising principals saw this as having little or nothing to do with a principal's job.

Item 24 deals with analyzing "strengths and weaknesses of various instructional programs." A chi-square of 52.55 was significant at the .001 level. Eighty-one percent of the teaching principals, 79 percent of the superintendents, and 71 percent of the supervising principals considered this as being extremely or very important as compared to 64 percent of the teachers under supervising principals and 63 percent of the teachers under teaching principals.

Item 26 pertains to the "knowledge of conflict management techniques sufficient to work through conflict situations with students, parents,

and teachers." A chi-square of 40.49 was significant at the .05 level. Eighty-eight percent of the teaching principals, 85 percent of the teachers under supervising principals, 81 percent of the teachers under teaching principals, 78 percent of the supervising principals listed this as an extremely or very important need in comparison with 66 percent of the superintendents.

Item 29 deals with approaching "discipline in terms of self control, self motivation and personal involvement of the students in their own education." A chi-square of 44.59 was significant at the .01 level. Eighty-eight percent of the teachers under teaching principals and 83 percent of their principals felt this was extremely or very important as compared to 75 percent of the teachers under supervising principals and their principals considered as separate groups, and 64 percent of the superintendents. Whereas 77 percent of the teachers under teaching principals considered this extremely important, only 32 percent of the superintendents listed it as such.

Item 30 relates to guiding "individual teachers toward selective participation in appropriate in-service training programs." A chi-square of 38.27 was significant at the .05 level. Fifty-one percent of the supervising principals and 50 percent of the superintendents thought this extremely or very important as compared with 40 percent of the teachers under teaching principals and their principals considered as separate groups, and 33 percent of the teachers under supervising principals. Twelve percent of the teachers under teaching principals

and eight percent of the teachers under supervising principals saw this as having little or nothing to do with a principal's job.

Item 34 deals with the assessment of "the morale and climate of the school unit." A chi-square of 38.62 was significant at the .05 level. Eighty-one percent of the teaching principals and 80 percent of the supervising principals listed this as extremely or very important as compared with 78 percent of the teachers under supervising principals, 74 percent of the teachers under teaching principals, and 72 percent of the superintendents. Whereas the percentages for the extremely important category generally were in the high 50's and low 60's, only 36 percent of the superintendents listed is as such.

Item 35 provides "for optimum participation of school personnel, students, and community in the school program." A chi-square of 36.07 was significant at the .05 level. Eighty-one percent of the teaching principals thought this extremely or very important as compared to 74 percent of their teachers, 73 percent of the supervising principals, 76 percent of the superintendents, and 64 percent of the teachers under supervising principals. Whereas the percentages for the extremely important choice generally were in the 30's, 51 percent of the teaching principals listed is as such.

Item 36 has to do with clearly defining and interpreting "expectations to staff members." A chi-square of 36.51 was significant at the .05 level. Ninety-three percent of the teachers under teaching principals, 92 percent of the teachers under supervising principals, and 91 percent

of the teaching principals listed this as being extremely or very important as compared to 85 percent of the supervising principals and 83 percent of the superintendents. Whereas the percentages for the extremely important category were generally in the 70's, only 53 percent of the superintendents listed it as such.

Item 38 pertains to demonstrating "flexibility in adjusting to changes in plans and procedures." A chi-square of 38.97 was significant at the .05 level. Eighty-seven percent of the teaching principals, 86 percent of the teachers under teaching principals, and 84 percent of the teachers under supervising principals checked this as being extremely or very important as compared with 79 percent of the superintendents and 75 percent of the supervising principals.

Item 39 relates to displaying "openness by giving consideration to divergent views." A chi-square of 38.58 was significant at the .05 level. Eighty-eight percent of the teachers and 86 percent of the teaching principals felt this extremely or very important as compared to 74 percent of the superintendents and 73 percent of the supervising principals.

Item 41 states that "the competent elementary principal shall realize the importance of delegating responsibility to staff members." A chi-square of 45.29 was significant at the .01 level. Ninety-one percent of the teaching principals considered this as extremely or very important as compared to 80 percent of the superintendents, 82 percent of the supervising principals, 79 percent of the teachers under teaching principals, and 71 percent of the teachers under supervising principals.

Item 42 has to do with treating "staff members in an unbiased and impartial manner." A chi-square of 44.37 was significant at the .01 level. Ninety-five percent of the teaching principals felt this extremely or very important as compared to 88 percent of the teachers under supervising principals, 85 percent of the superintendents, and 84 percent of the teachers under teaching principals and of the supervising principals. Nine percent of the supervising principals saw this as having little or nothing to do with a principal's job.

Item 44 has to do with displaying a "sense of humor." A chi-square of 40.29 was significant at the .05 level. Seventy-nine percent of the teaching principals, 76 percent of the supervising principals, and 74 percent of the superintendents checked this as being either extremely or very important as compared to 86 percent of the teachers under teaching principals and 69 percent under supervising principals.

Item 45 provides "adequate support to staff in relationships with parents and students." A chi-square of 81.52 was significant at the .001 level. Ninety-eight percent of the teachers under teaching principals, 96 percent of the teaching principals, and 94 percent of the teachers under supervising principals saw this as extremely or very important in comparison with 87 percent of the supervising principals and 62 percent of the superintendents.

Item 47 deals with demonstrating "a genuine personal interest in children." A chi-square of 41.95 was significant at the .01 level. Ninety-nine percent of the teaching principals and 98 percent of their teachers thought this extremely or very important as compared to 95 percent of the superintendents, 91 percent of the supervising principals, and 90 percent of their teachers.

Item 49 states that "the competent elementary principal shall perceive, understand, and accept personality differences in staff and student body." A chi-square of 41.46 was significant at the .01 level. Ninety-one percent of the teaching principals thought this extremely or very important as compared to 88 percent of the teachers under teaching principals, 86 percent of the teachers under supervising principals, 84 percent of the supervising principals, and 82 percent of the superintendents. The percentage checking extremely important in each group was 77 percent for the teachers under teaching principals, 74 percent for their principals, 63 percent for the teachers under supervising principals, 49 for their principals and 44 for the superintendents.

Item 51 has to do with being "available to listen and able to empathize with staff members, students and parents." A chi-square of 38.76 was significant at the .05 level. Ninety-four percent of the teaching principals perceived this as being extremely of very important as compared to 89 percent of the teachers under supervising principals, 86 percent of the teachers under teaching principals, 84 percent of the supervising principals and 78 percent of the superintendents.

Item 54 gives "attention to building and maintaining positive relationships among members of the educational community." A chi-square of 50.49 was significant at the .001 level. Eighty-three percent of the teaching principals checked this as extremely or very important as compared to 79 percent of the teachers under these teaching principals, 73 percent

of the supervising principals, 72 percent of the superintendents, and 65 percent of the teachers under supervising principals.

For the human skill group (items 36-54), a chi-square of 39.98 was significant at the .05 level. Ninety-nine percent of the teaching principals perceived this as being either extremely or very important as compared with 97 percent of the teachers under supervising principals, 93 percent of the teachers under teaching principals, 93 percent of the supervising principals, and 92 percent of the superintendents.

When all groups are combined, the ten items that have the highest rank order based upon the sample's perception of critical need are:

RANK		ITEM
1	47.	demonstrate a genuine personal interest in children
2	45.	provide adequate support to staff in relationships with parents and students
3	37.	display consideration of others
4	16.	be able to formally and informally evaluate teaching performance
5	36.	clearly define and interpret expectations to staff members
5	43.	realize the importance of developing a feeling of unity and enthusiasm among the staff members
7	42.	treat staff members in an unbiased and impartial manner
8	6.	be able to make staff assignments that are compatible with skills and abilities
9	46.	remain calm and poised in difficult situations
10	51.	be available to listen and able to empathize with staff members, students and parents

The manner in which each of the five sub-groups gave priority to the top ten items are compared with one another in Table 3.

An examination of the data contributing to the significant differences in the manner in which the various groups responded to the 29 items reported above led to the following observations relative to the five groups.

Teaching Principals. Teaching principals tend to place greater emphasis on some facets of their jobs which would normally be assumed by auxillary personnel (e.g., guidance counselor, department heads, etc.) in schools which have more fully developed staffs (see items 13 and 23). They tend to view education as an individual, personal experience to be carried out in a cooperative and community atmosphere (see items 1, 35, 51, and 54). They also tend to rely more upon interpersonal skills and cooperative action than upon administrative edicts in dealing with school functions involving human relationships (see items 41, 42, and 54).

Teachers Under Teaching Principals. Teachers under teaching principals tend less to see their principals as being responsible for the development and direction of in-service training programs (see item 12). They also tend more to value a sense of humor in their principals (see item 44).

Supervising Principals. Supervising principals are less likely than teaching principals to see a need for their being able to analyze and initiate studies that discover causes for student failure (see item 23). They also see less of a need than all other administrators for their being able to analyze the strengths and weaknesses of various instructional programs (see item 24).

Teachers Under Supervising Principals. Teachers under supervising principals are more likely to expect their principals to be competent in business administration and to have expertise in administering effective guidance programs (see items 2 and 9). They tend to place less importance on the principal's role as designer and evaluator of instructional programs for students as well as to coordinate the various facets of the educational community (see items 21 and 35). In the human skills area, these teachers are less likely to see the importance of the principal's role in delegating responsibility to the staff members (see item 41). They also tend to place less emphasis on the need for their principal to have a sense of humor (see item 44).

Superintendents. Superintendents tend to place less emphasis on the principal's need for competency in business administration and conflict management techniques and skills (see items 2, 8, and 26).

Other. When contrasting teachers with principals, principals tend to place greater importance on being able to prepare and manage a school budget (see item 8). When contrasting teachers with administrators as a whole, teachers place less emphasis on the principal's role in recruiting and selecting personnel, disseminating information about school programs to community, and analyzing strengths and weaknesses of instructional programs (see items 14, 15, and 24).

When contrasting educators who are teaching with the non-teaching educators in this study, teachers tend to place less emphasis on the principal's role as guide to in-service training programs (see item 36).

In the human skills group, these teaching educators place greater importance on the principal's role in defining expectations to staff members, demonstrating flexibility, considering divergent views and providing support to staff (see items 36, 38, 39, and 45).

Teaching principals and their teachers, when contrasted with supervising principals and their teachers, are more likely to see the principal as approaching students in a positive child-centered manner (see items 29 and 47).

Some items showing significant differences appeared to reflect only a statistical difference and not a practical difference. These differences indicate variations in rating items extremely important as opposed to very important (see items 6, 16, 34, and 49).

Conclusions and Discussion

A review of all the data collected tends to show that teaching principals are in closer agreement with their teachers than are supervising principals. These principals identify more with the needs of students and teachers in their approach to education and the management of schools. They tend to rely more on human interpersonal skills in dealing with both teachers and students and less upon business-like administrative skills. These findings coincide with many studies which show that individuals undergo a change in values as they move from active classroom participation to active involvement in administrative tasks (Lipham and Hoeh, 1974).

This study raises many questions concerning the pre- and in-service training of elementary school principals. Generally, the teaching

principals included in the study had less training and experience than the supervising principals. Yet it was the teaching principals who displayed more of the practices and concept understanding that are commonly accepted by professional educators as being most useful in establishing a proper climate for the education of elementary children (Hughes and Ubben, 1978).

Perhaps the training, both pre- and in-service, for elementary principals needs to emphasize more of the human skills that are necessary in dealing with elementary teachers and students. Too often the training of elementary school administrators has emphasized technical and managerial skills while giving only lip-service to the wide range of human skills needed in dealing with superiors, peers, and subordinates.

This study seems to imply that the teaching principals surveyed relied a great deal on their human skills in setting the climate for their schools. It may have been a lack of sophistication in the use of technical, business-like skills that caused them to rely so heavily upon these human skills. The implication here seems to be that perhaps those who seek to become elementary principals should first become skilled in the human relations area. Further, perhaps this skill can best be acquired in practical situations that involve dealing with superiors, peers, and subordinates on a day-to-day basis.

Footnote at end:

The authors want to thank the following elementary principals and graduate students for all the work they did in helping to draft the initial copy of the questionnaire: Brian Blanchette, Yolanda Bulley, Beverly Clark, Jeffrey Graber, Dolores Hughes, Lindsay Mahler, Douglas Peterson, and Ellen Weissman.

APPENDIX

LEADERSHIP DEVELOPMENT FOR MAINE SCHOOLS

Establishing a Competency Base for the Elementary Principalship

The Educational Administration and Supervision Area of the College of Education at the University of Maine at Orono is attempting to gather information from professional educators like yourself that will help us to better prepare elementary principals, both current and future. This survey is being sent to a random sampling of elementary teachers, elementary principals and superintendents. Your time and consideration in responding to the competency statements listed on the next few pages will be most appreciated. A postage-paid return envelope is enclosed.

This survey is NOT an evaluation of a principal. Its purpose is, rather, to glean your opinions regarding the importance of selected leadership competencies to ANY elementary principal in his/her work.

SUPERINTENDENTS: If you are a superintendent, please indicate your responses concerning principals in general, whether supervising principals or teaching principals. Please check this box: /____/

PRINCIPALS: If you are a principal, please check the appropriate box below and respond to the competencies from the viewpoint of the type of position you hold:

/____/ Teaching principal

/____/ Supervising principal (No teaching responsibilities)

TEACHERS: If you are a teacher working under either a supervising or teaching principal, please check the appropriate box below and respond to the competencies from the viewpoint of a teacher working with a principal in that type of position:

/____/ Teacher working under a teaching principal

/____/ Teacher working under a supervising principal

SURVEY OF PRINCIPAL COMPETENCIES

DIRECTIONS: Please read each item carefully. Circle the number that best reflects your opinion, number 1 being not important, number 4 moderately important and number 7 extremely important.

SKILLS GROUP I:

The competent elementary principal shall:

1 2 3 4 5 6 7	1. be able to make an assessment of the needs of learners as well as those that are unique to the school and community
1 2 3 4 5 6 7	2. have competency in business administration
1 2 3 4 5 6 7	3. be able to supervise the maintenance of the school
1 2 3 4 5 6 7	4. be able to define role descriptions for each position vacancy
1 2 3 4 5 6 7	5. be able to develop and complete educational specifications to be used in planning new or remodeled educational facilities
1 2 3 4 5 6 7	6. be able to make staff assignments that are compatible with skills and abilities
1 2 3 4 5 6 7	7. demonstrate a knowledge of techniques for effecting change
1 2 3 4 5 6 7	8. be able to prepare a school budget and operate within that budget
1 2 3 4 5 6 7	9. have expertise in administering effective guidance programs
1 2 3 4 5 6 7	10. be involved with pupil evaluation and administration of special services
1 2 3 4 5 6 7	11. demonstrate knowledge of state statutes, local district policies, and teacher contract provisions
1 2 3 4 5 6 7	12. be able to direct the development of in-service training programs to improve instruction
1 2 3 4 5 6 7	13. be responsible for maintaining, analyzing, and interpreting student records information
1 2 3 4 5 6 7	14. assist in the recruitment and selection of personnel for instructional responsibilities
1 2 3 4 5 6 7	15. take responsibility for dissemination of information about the school's programs and events to the community
1 2 3 4 5 6 7	16. be able to formally and informally evaluate teaching performance

SKILLS GROUP II:

The competent elementary principal shall:

1 2 3 4 5 6 7	17.	work with the School Committee, Superintendent and Central Office staff in defining, coordinating, interpreting and implementing the educational policies of the district
1 2 3 4 5 6 7	18.	display knowledge of social trends and forces and evaluate the purposes of the institution against the needs and goals of the social system
1 2 3 4 5 6 7	19.	define those goals and objectives that are unique to the school unit
1 2 3 4 5 6 7	20.	identify and act decisively in response to the needs and interests of the school staff
1 2 3 4 5 6 7	21.	plan and evaluate instructional programs based on evaluation and assessment of student needs
1 2 3 4 5 6 7	22.	establish priorities that relate realistically to instructional needs
1 2 3 4 5 6 7	23.	encourage and initiate studies that discover causes for student failure
1 2 3 4 5 6 7	24.	analyze strengths and weaknesses of various instructional programs
1 2 3 4 5 6 7	25.	recognize innovative and creative programming that encourages teachers in the implementation of new educational methods and techniques
1 2 3 4 5 6 7	26.	have knowledge of conflict management techniques sufficient to work through conflict situations with students, parents, and teachers
1 2 3 4 5 6 7	27.	develop with students and staff rational approaches to problem solving, focusing both on problem content and on process
1 2 3 4 5 6 7	28.	involve the staff in building communication systems appropriate to the needs of both the organization and the individual
1 2 3 4 5 6 7	29.	approach discipline in terms of self control, self motivation and personal involvement of the students in their own education
1 2 3 4 5 6 7	30.	guide individual teachers toward selective participation in appropriate in-service training programs

1 2 3 4 5 6 7	31.	plan, implement and evaluate school/community relations programs as an on-going process
1 2 3 4 5 6 7	32.	evaluate the effectiveness of current student activity programs
1 2 3 4 5 6 7	33.	implement evaluation and accountability procedures consistent with the educational philosophy of the school system
1 2 3 4 5 6 7	34.	assess the morale and climate of the school unit
1 2 3 4 5 6 7	35.	provide for optimum participation of school personnel, students, and community in the school program

SKILLS GROUP III:

The competent elementary principal shall:

1 2 3 4 5 6 7	36.	clearly define and interpret expectations to staff members
1 2 3 4 5 6 7	37.	display consideration of others
1 2 3 4 5 6 7	38.	demonstrate flexibility in adjusting to changes in plans and procedures
1 2 3 4 5 6 7	39.	display openness by giving consideration to divergent views
1 2 3 4 5 6 7	40.	encourage staff participation in raising questions and expressing opinions
1 2 3 4 5 6 7	41.	realize the importance of delegating responsibility to staff members
1 2 3 4 5 6 7	42.	treat staff members in an unbiased and impartial manner
1 2 3 4 5 6 7	43.	realize the importance of developing a feeling of unity and enthusiasm among the staff members
1 2 3 4 5 6 7	44.	display a sense of humor
1 2 3 4 5 6 7	45.	provide adequate support to staff in relationships with parents and students
1 2 3 4 5 6 7	46.	remain calm and poised in difficult situations
1 2 3 4 5 6 7	47.	demonstrate a genuine personal interest in children
1 2 3 4 5 6 7	48.	realize the worth of constructive criticism and practice accordingly
1 2 3 4 5 6 7	49.	perceive, understand, and accept personality differences in staff and student body
1 2 3 4 5 6 7	50.	demonstrate skill in group leadership

1 2 3 4 5 6 7	51. be available to listen and be able to empathize with staff members, students and parents
1 2 3 4 5 6 7	52. be able to define specific goals for further study, stressing better job performance as a goal in life
1 2 3 4 5 6 7	53. strive to maintain effective formal and informal communication systems
1 2 3 4 5 6 7	54. give attention to building and maintaining positive relationships among members of the educational community

The preceding list of competencies is certainly not an exhaustive list of what may be considered desirable administrator behaviors. In the space here and on the reverse side, please write any additional skills you believe are important for elementary principals to possess and indicate the degree to which the skills are needed.

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Table 1

Percentage of Return of the Questionnaire

Group	Mailed	Returned	% of Return	% of Total Sample
Superintendents	133	89	67	18.62
Supervising Principals	76	55	72	11.50
Teaching Principals	117	77	66	16.12
Teachers	580	257	44	53.76
Total	906	478	53	

Table 2

Chi-Square of Each Item in Survey and of Each of the Three Skill Groups
(df for items = 24; df for skill groups = 20) N = 478

Item	Chi-Square	Level of Significance	Item	Chi-Square	Level of Significance
1	40.14	.021*	32	29.48	.203
2	42.45	.012*	33	33.08	.103
3	29.08	.217	34	38.62	.030*
4	35.13	.066	35	36.06	.054*
5	30.73	.162	36	36.51	.049*
6	48.75	.002*	37	34.12	.083
7	30.06	.183	38	38.97	.028*
8	36.99	.044*	39	38.58	.030*
9	37.73	.037*	40	34.51	.076
10	28.76	.230	41	45.29	.005*
11	30.91	.157	42	44.37	.007*
12	57.86	.001*	43	28.63	.234
13	41.02	.017*	44	40.29	.020*
14	37.83	.036*	45	81.52	.001*
15	38.22	.033*	46	34.99	.069
16	41.43	.015*	47	41.95	.013*
17	23.64	.483	48	29.20	.213
18	17.64	.820	49	41.46	.015*
19	29.76	.193	50	28.86	.226
20	35.99	.055	51	38.76	.029*
21	40.57	.019*	52	20.05	.694
22	33.15	.101	53	28.46	.241
23	38.46	.031*	54	50.49	.001*
24	52.55	.001*			
25	17.11	.844	Skill Groups:		
26	40.49	.019*	Technical		
27	32.14	.124	Items 1-16	30.72	.059
28	35.60	.060	Conceptual		
29	44.59	.007*	Items 17-35	28.84	.091
30	38.27	.033*	Human		
31	33.38	.096	Items 36-54	39.98	.022*

Table 3

Items Given Highest Ranking by Groups

Rank	Teachers Under Teaching Principals	Teachers Under Supervising Principals	Teaching Principals	Supervising Principals	Super-intendents	Total
1	47	45	47	47	47	47
2	45	37	45	16	16	45
3	29, 37	36	43	43	46	37
4		47	46	6, 36, 46	48	16
5	43, 49	6	42		21	36
6		20	37		37	43
7	51	16	51	14, 45	6	42
8	36	42	50		43	6
9	42	43	36, 48, 49	51	42	46
10	48	51		42	22	51
1	Skill Group 3	3	3	3	3	3
2	Skill Group 2	2	2	2	2	2
3	Skill Group 1	1	1	1	1	1

Skill Group 1=Technical Skills; Skill Group 2=Conceptual Skills; Skills Group 3= Human Skills.